

# Wavelength

DEPARTMENT OF SPEECH AND HEARING SCIENCES

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WASHINGTON STATE  
UNIVERSITY

World Class. Face to Face.

## True Stories

### My Life as a Speech-Language Pathologist in Kuwait

By Ali Al-Shawwaf

I was on my honeymoon in Thailand when Sally Johnston contacted me to write this piece for *Wavelength*. I am writing this from a café as we have not yet installed a phone in our apartment. (I just remodeled it). We live close to Kuwait City, although the term “city” is a bit misleading when it comes to Kuwait. Consider the size of the country; it could easily fit into Washington State. Practically all major residential and commercial areas are within 45 to 60 minutes of each other.

The public health system in Kuwait is subsidized by the government and for the most part operated by the Ministry of Health. There are two centers that handle most of the speech and hearing related issues. I work in the Sheikh Salim Al-Ali Center for Speech and Hearing. It's about the size of Holland Library on the Pullman Campus. Each new patient is referred from small residential clinics and is screened to determine eligibility for services. The format for the screening is similar to an interview process in which we note the complaint and record relevant data. At the end of the weekly screening clinic, we conduct a meeting with the screening team and discuss potential clients. The department head then assigns clients to speech-language pathologists. The other four days per week are spent providing therapy to children ages one through six with language delays, expressive and receptive language disorders, fluency disorders, resonance disorders, and hearing impairment. Our work hours are from 7:30 a.m. to 1:30 p.m. and each clinician has a mandatory evening shift once a week from 3:30 p.m. to 7:30 p.m. The average workload is 35 patients per week.

There are only a few privately run clinics providing therapy in Kuwait. They are not subsidized by the government and charge up to \$60 dollars a session with an “opening file” fee



ranging from \$100 to \$300 dollars. In contrast, the government subsidized centers, such as the center in which I work, are free to Kuwaitis and about \$6 per session for non-residents. Educational and rehabilitation services for school age children (7-19 years) are provided by “special schools” where they teach all manner of special needs.

As for my personal experience, I must say that I am enjoying it very much! The best part is when I complete therapy with a patient and see the end result. It is very rewarding. I often find myself going back through my notes and books to refresh myself on information and research new data on the Internet in order to improve myself further. Working in the field does indeed shed great light on the education I received from WSU. Many things came together in a very nice way and not only in terms of a practical application. My WSU experience has inspired me to consider pursuing an advanced research degree. I'm working with the Ministry of Health to be accepted into a graduate program and to receive a scholarship to pursue my advanced research degree.

## Message from the Chair



I opened my last chair's message lamenting the crisis in state funding for Washington State University, and offering a tribute to you, our alumni and other friends, who have remained loyal supporters of our students and our programs. While recognizing the struggle to advance excellence in such a difficult

fiscal environment, I remained optimistic for an economic recovery. Unfortunately, I must write a second consecutive chair's message amid the backdrop of a sluggish economy and the state's continuing fiscal deficit which pose ongoing budgetary challenges for the University. While there are signs that the national economy is beginning to stabilize, and while employment in health care is one of the few lights in an otherwise discouraging picture, we remain concerned that additional budget reductions will have irreversible consequences for our University and the state.

Despite these unsettling conditions, faculty, students, and alumni continued to excel during the 2009-2010 academic year, as measured by a range of metrics including awards, honors, scholarships, grants, publications and presentations. Indeed, it is our exceptional faculty's highest priority to provide students with first rate learning opportunities in the classroom, lab, and clinic that foster the integration of science and practice, critical thinking and problem solving, and engagement in our communities. In addition to educating tomorrow's finest speech-language pathologists and audiologists, these learning experiences promote the development of responsible and responsive citizens. I trust you will enjoy reading about these

efforts and accomplishments in the various columns of this issue of *Wavelength*.

As announced in last spring's issue, we are moving toward a paperless, electronic distribution of *Wavelength*. Many of you have updated your e-mail addresses and you are receiving this issue of *Wavelength* via e-mail. However, we do not have working e-mail addresses for many of our alumni and friends. To ensure you receive our e-mail communications, please take a moment to send your e-mail address to our Academic Coordinator Lauri Sue Torkelson at [torkelson@wsu.edu](mailto:torkelson@wsu.edu). Simply place "Wavelength" in the subject line and your name and your e-mail address in the body of your e-mail. We will make sure you are included in the electronic distribution list.

We invite you to browse through our department web site ([www.libarts.wsu.edu/speechhearing/overview](http://www.libarts.wsu.edu/speechhearing/overview)) to learn more about our ongoing work. You will find the 2010 issue of *Wavelength* posted at [www.libarts.wsu.edu/speechhearing/overview/wavelength.html](http://www.libarts.wsu.edu/speechhearing/overview/wavelength.html). Also, we would like to include your news in our next issue, so please e-mail me at [chermak@wsu.edu](mailto:chermak@wsu.edu). As always, I welcome your ideas and your feedback.

Thank you to all who have given so generously to the department during the 2009 fiscal year. Your name is prominently displayed in the WSU Foundation Annual Report, which was published in March 2010. Once again, please accept my deep appreciation for all you do to support our students and our faculty. Today, as never before, your ongoing support and your generous investment in our students and our programs are pivotal to our continued tradition of excellence in both undergraduate and graduate education and research. By maintaining focus on our fundamentals, we will emerge from the protracted economic downturn prepared to achieve even greater success than we have before in the classroom, the laboratory, and the community.

Gail D. Chermak

## Spokane HOPE School Presents Seminar

The Spokane HOPE School (Hearing Oral Program of Excellence) in partnership with the WSU-EWU cooperative graduate program in speech-language pathology (University Programs in Communication Disorders) sponsored a one-day professional development seminar on October 21, 2009. Dr. Carol Flexer, an internationally prominent audiologist, spoke on "Auditory Brain Development: The Foundation of Spoken Communication and Literacy in Infants and Children with Hearing Loss." She presented current research on brain development as related to spoken communication and literacy

skills and discussed the impact of neuroplasticity, hearing loss, technology, and auditory stimulation on central auditory neural maturation and future classroom performance. Over 200 professionals and graduate students who attended the seminar left with strategies for "growing" the child's brain. HOPE School currently offers two preschool classes and a toddler group at the Riverpoint campus, which enables graduate speech-language pathology students to gain experience working with children with hearing loss and with their families.



# From Tragedy to Hope: How One Student's Facial Rehabilitation Research Is Making an Impact

By Judith Van Dongen

**Emily Perry**'s recent study of the effects of strength training on neuromuscular facial rehabilitation could be called unique, even by those who don't use that word lightly. A student in WSU's Master of Arts in Speech and Hearing Sciences program, Perry studied only one subject, with amazing results. And that subject was she herself.

As a child, Perry was involved in a serious accident while riding on a motorcycle with her stepbrother Danny. He was killed instantly; she survived but suffered severe injuries, including facial nerve damage, which caused weakness on the right side of her face.

Perry was never formally treated for her facial paralysis, since it did not negatively affect her speech. She hadn't even really given it much thought until she talked to assistant professor of speech and hearing sciences **Nancy Potter** last spring after a class.

Having done some facial rehabilitation treatment in her prior career as a speech-language pathologist, Potter offered to work with her. She gave Perry the option of doing this as personal therapy versus the slower route of making it into a research project for her thesis, which could potentially benefit others suffering from facial trauma. Perry mulled it over with her family before deciding on the research option.

"My dad said, 'Emily, what's going to have the most impact?' and I said, 'A thesis,'" she remembered. "He said, 'Then why are you hesitating?'"

Perry and Potter designed the study with help from retired University of Iowa professor Erich Luschei, an expert in the neurophysiology of the face, and WSU clinical professor of speech and hearing sciences **Jon Hasbrouck**, who has provided facial rehabilitation treatment to returning veterans. They chose to look at the effects of strength exercises rather than those focused at increasing range of motion, which had already been used in previous studies. They targeted four different muscle regions in Perry's face—two in her lips and two in her cheek—using a facial exercise program and a device originally developed by Luschei to increase and measure tongue strength in patients with swallowing disorders.

They also came up with a simple but amazingly clever tool to objectively measure any progress in range of motion resulting from the strength exercises. The Perry Appliance, as they named it, consists of a tape measure attached to a dental whitening tray, which the EWU Department of Dental Hygiene kindly created for them. Fellow master's student **Kayla Rambo** served as a control in the experiment, performing on herself the same measurements Perry was doing to make sure any progress

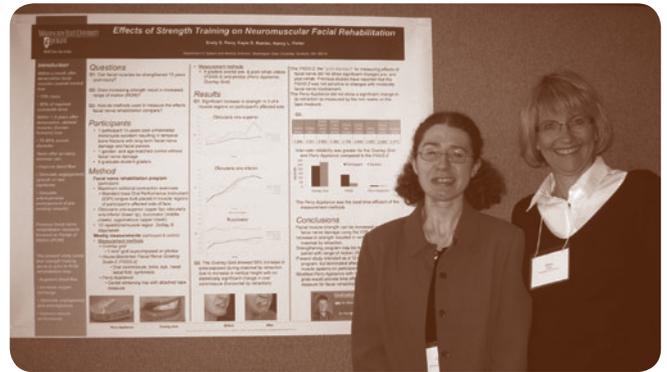


Photo courtesy of Emily Perry

*Perry and Potter next to a poster explaining their research at the 2010 International Conference on Motor Speech*

observed in Perry wasn't caused by an improvement in the measuring itself.

The results from Perry's six weeks of intensive strength exercises were astounding—even more so when you realize that it's been 13 years since her accident. Perry and Potter observed a significant increase in strength in three of Perry's four impaired muscle regions targeted in the study. They also found that the strength increase resulted in greater range of motion—a 50 percent increase in vertical lip retraction that made Perry's smile look more symmetrical.

Perry recently traveled to Savannah, Georgia, with Potter to present their findings at the 2010 International Conference on Motor Speech. The study drew much attention from fellow attendees, several of whom expressed an interest in using their study protocol for further research and treatment at their own institutions.

"One of the researchers came up and said, 'Your poster is what made this whole conference worth coming to for me,'" Potter gleefully recalled.

Perry is working on an invited paper on the study—to be published in the December 2010 issue of the "Journal of Medical Speech Language Pathology"—that will bring more exposure to her research. She and Potter hope this will eventually help others suffering from facial nerve damage achieve similarly remarkable results.

"I'm amazed at the impact it's had," Perry said. "It's quite a miracle that I've been able to get this far—I think my stepbrother Danny would be proud."



## Q&amp;A

## Doctor's Corner

Assistant Professor Amy Meredith

## Send Us Your Questions!

If you have questions or topics you would like to discuss, send them to the Department of Speech and Hearing Sciences at [spehrsci@wsu.edu](mailto:spehrsci@wsu.edu), or mail them to the department at PO Box 642420, Pullman, Washington 99164-2420.

*Dear Dr. Meredith, Speech-language pathologists are often involved in secondary and tertiary prevention, but ASHA expects us also to be active in primary prevention. Given our busy schedules, it can be hard to fit this in. Where do we begin?*

First, identify your audience. Every age group comes with their own set of risk factors. For example, falls are the biggest source of injury for older adults and children under age four. Vehicular accidents, sports injuries and alcohol pose the greatest dangers for teens and young adults. Males, people of color, and people of lower socioeconomic

means have additional risk factors. Knowing your audience will help you focus the topic of prevention accordingly.

Second, research the best way to prevent injury for the given audience. For example, when targeting young children, giving information to parents may be more effective than just speaking with the children themselves. Research has shown that young children do not possess the selection, scanning, and attention skills necessary to be safe pedestrians without adult supervision no matter how often we tell them to look both ways before they cross the road.

Third, create a prevention strategy that targets more than one behavior. Regardless of the prevention method we identify as being the most important (e.g., wearing a helmet, not driving while drunk, etc.), most brain injury prevention comes down to making good decisions. For young children and teens it is especially important



that they make the right choices when faced with peer pressure to participate in risky behavior. This is even more true for the vulnerable populations in our caseload (e.g.,

youngsters with attention deficit hyperactivity disorder). Teaching young children and adolescents about the consequences of brain injury can help them make better choices. Most have no idea that a brain injury lasts forever and that it impacts everything. Helping them understand actions and consequences by role playing various scenarios will help them make safer life choices in the future.

Fourth, use the resources that already exist. Most likely, there are other professionals in your community who are also interested in preventing brain injury. Team up with law enforcement agents, sports trainers, trauma specialists, allied health professionals and school representatives to get the word out. Take advantage of the free online resources listed below. With all of these wonderful resources you could make your own "brain campaign!"

**Resources:****Trauma Nurses Talk Tough:**

<http://www.legacyhealth.org/body.cfm?id=700>

**Think First:**

<http://www.thinkfirst.org/home.asp>

**Centers for Disease Control and Prevention:**

<http://www.cdc.gov/TraumaticBrainInjury/index.html>

Glossary of terms from American Speech-Language-Hearing Association (1988). Prevention of Communication Disorders [Position Statement]. Available from <http://www.asha.org/policy>.

Primary prevention: *the elimination of the onset of a communication disorder.*

Secondary prevention: *early detection and treatment of a disorder.*

Tertiary prevention: *reduction of a disability to restore effective functioning.*

## On the Move

It is with both fond memories and sadness that we mark the closure of the department's Speech and Hearing Clinic in Pullman (due to budget cuts) and the departure of **Sally Johnston**, our undergraduate clinical supervisor, and **Patty Lindsey**, our patient care representative. For over 40 years, the Speech and Hearing Clinic provided diagnostic and therapy services to individuals of all ages with speech, language and hearing problems. Since relocation of our graduate program to Spokane in 1989, our undergraduate students have enjoyed increased opportunities to apply theory to practice as they provided clinical services under faculty supervision. The clinic showcased our undergraduate students' commitment to and excellence in community outreach. We are all proud of their positive impact on the lives of thousands of individuals and families across Pullman-Moscow, Lewiston-Clarkston, and surrounding communities. Thank you Sally and Patty for your many years of outstanding service to the department.

Also related to last year's mandatory budget reductions was the formation of centralized service centers across the College of Liberal Arts to support departments' personnel and fiscal business. All departments within the college saw changes in their staff to accommodate the new centers. Our administrative manager **Connie Rodeen** has been moved half-time to one of the service centers. The other half of her appointment remains in the department.

We wish to express our appreciation to **Carla Jones** ('75 M.A.), former Pullman clinic director, and to **Becky Keifer** (MA '05) who taught undergraduate SHS courses this past year.

Finally, we wish **Jeanne Johnson** well in her new position as associate professor and associate chair in the Department of Communication Sciences and Disorders and Education of the Deaf at Idaho State University- Meridian.



## In the Spotlight

Speech and Hearing Sciences students were recognized for outstanding scholarship, leadership, and service in 2009-2010.

**Sarah Weber** was named the College of Liberal Arts Outstanding Senior in Speech and Hearing Sciences. Seniors **Stacie Schultz** (SLP) and **Elizabeth Van Hollebeke** (Audiology) were each honored with the Lynn Larrigan Clinical Excellence Award. Schultz also received the College of Liberal Arts' Burgess Brothers Memorial Scholarship and Van Hollebeke also received the College of Liberal Arts' Horace Nunemaker Scholarship.

Sophomores **Kaitlynn Knol**, **Alysha Barry**, and **Jessica Schmidt** are Regents Scholars. Barry and Sophomore **Shealyn Comstock** and Senior **Ainsley Nix** are enrolled in the Honors College. Junior **Krista Meyer** was awarded the Maynard Lee Daggy Scholarship. Seniors **Sarah Bates** and **Kathleen "Katie" Martell** each received the College of Liberal Arts' Evelyn W. Hacker Colonial Dames Scholarship. Senior **Nicholas Bailey** received two scholarships from the College of Liberal Arts—the Barbara Bird and Lilyane O'Neal Scholarship and the Evelyn W. Hacker Colonial Dames Scholarship. Junior **Hayley Aubertin** was awarded the College of Liberal Arts Native American Scholarship and a Plateau Native American Scholarship.

Seniors **Kira (Wessman) Fazzari**, **Tanya Karg**, and **Danielle Srsen** graduated with academic honors in the 2010 commencement year. Fazzari was selected to carry the College of Liberal Arts banner in the fall 2009 commencement ceremony.

Graduate students and alumni also received recognition. **Elise Bendadom** received the Outstanding Speech and Hearing Sciences Graduate Student Commencement Award. **Sandra Novello** received the College of Liberal Arts' Frank and Irene Potter Memorial Scholarship. **Emily Perry** received a scholarship from the American Speech-Language-Hearing Foundation, which was presented at the 2009 annual convention of the American Speech-Language-Hearing Association. Perry and **Amanda Vendenberg** were each awarded a Blankinship Fellowship in Childhood Language Disorders from the Scottish Rite Foundation of Washington. Alumna **Billie Higheagle** (M.A., '96) is a member of the Native American Leadership Council of the American Speech-Language Hearing Association. Alumna **Joanne Harrison** (B.A. '04) serves on the Washington State Indian Education Association Board of Directors.

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## Notes from the NSSLHA Officers

The 2009-2010 academic year was a very exciting one for the WSU NSSLHA chapter (National Student Speech-Language-Hearing Association). With the leadership of **Amanda Wagar** (President), **Lynn Iversen** (Vice President), **Stacie Shultz** (Secretary), **Kathleen Pow** (Treasurer), and **Krista Meyer** (Junior Liaison), SHS undergraduate majors were able to come together to support each other during a time of many changes.

Once again this year we had our fundraiser at the Latah Creek Winery in conjunction with their Oktoberfest event. Both juniors and seniors volunteered to cook and sell various sausage meals with authentic German fixings. NSSLHA held a social BBQ with our fellow WSU students majoring in Construction Management. This provided an opportunity to educate our peers about prevention of noise-induced hearing loss and traumatic brain injury.

NSSLHA provided free hearing screenings to moms and their guests during Mom's Weekend. Members also decorated the

computer lab and provided food and gifts for moms and their guests. The "Flip Flop Lemon Drop" event was held to raise funds for Senior **Amanda Moore** and Post-Baccalaureate **Nicole Davis**, who will spend next fall in Kerala, India teaching caregivers techniques to facilitate language and communication in children with communication disorders.

The WSU/EWU NSSLHA annual spring conference was held on the Riverpoint Campus. Students benefitted from panels of SLPs and audiologists working in various settings such as schools, private practice, hospitals and outpatient care. Graduate students gave campus tours and answered questions about the graduate school experience.

We also found time to get together for a night of bowling, a karaoke social, and an "open 2 close" event at one of the Compton Union Building's (CUB) new restaurants. All told, it was a very productive and fun year.

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## Third Annual ALS Forum

An estimated 300 people attended the 3<sup>rd</sup> annual "Living with ALS" forum on October 19, 2009. The forum, live in Spokane and video-streamed to Washington State University campuses in Pullman, Yakima, and Vancouver, was hosted by WSU Speech and Hearing Sciences and moderated by Assistant Professor Nancy Potter. The focus for this year's forum was communication transparency between healthcare providers

and patients. Six patients living with ALS, two caregivers, two survivors (people who have lost an immediate family member to ALS), a nutritionist and a respiratory therapist discussed sensitive topics including how to tell patients that they have a fatal disease, how to provide information and assess the health care needs of patients, and how living with ALS has changed the priorities of patients and their families.



## In the Forefront

The Speech and Hearing Sciences faculty enjoyed another productive year, excelling in research, clinical innovation, and outreach, as well as in teaching and mentoring. Combined, faculty published five refereed articles, one technical report, one commissioned paper and four invited articles. They also presented 14 refereed papers and 23 invited papers, seminars, and workshops at international, national, regional, and state professional and scientific conferences and institutes.

Associate Professor **Ella Inglebret**'s tireless efforts on behalf of Native American students and communities were recognized by her professional colleagues, Washington State Governor Gregoire, WSU, and by Native American education and tribal leaders. She was presented a Diversity Champion Award from the American Speech-Language-Hearing Association (ASHA). She was also recognized at the Annual Conference of the Washington State Indian Education Association for significant contributions to American Indian education and was selected to participate in the indigenous evaluation workshop of the American Indian Higher Education Consortium. She and research team members received certificates of appreciation from Governor Gregoire for their report addressing Native American students' educational achievement gap. She was presented with a Pendleton Honor Blanket and received a certificate of recognition for dedication to advance Native American research from the WSU Office of the Provost – Tribal Liaison. Assistant Professor **Nancy Potter** secured two internal grants, one from the WSU Spokane Office of Research and one from the WSU College of Liberal Arts. The former supported her participation (and that of colleagues Assistant Professor **Amy Meredith**, Clinical Professor **Leslie Power**, and EWU Senior Lecturer **Roberta Jackson**) with an international, multidisciplinary team of researchers at Boston's Children's Hospital in a study of adults with galactosemia, a rare metabolic disorder. Professor **Chuck Madison** completed a humanitarian mission to the Philippines for Operation Smile, a non-governmental medical organization that provides cleft lip and palate repair surgeries to children worldwide, assists countries in reaching self-sufficiency with these surgeries, and works to reduce the occurrence of cleft lips and palates. Professor **Gail Chermak** received a Faculty Excellence Award from the WSU Athletics Department.

Faculty and current and former graduate students presented papers and seminars at the annual ASHA convention in New Orleans. Inglebret presented one poster on cross-cultural research involving Native American populations and another poster on culturally responsive service delivery with graduate student **Byron Riley**. Madison, **Jeong-Eun Kim** ('09 M.A.) and a colleague from the Ewha Womans University in Seoul Korea presented a poster describing the correlation between judgments and the nasalances of bilingual speakers. Meredith and **Melissa McAllister** ('09 M.A.) presented a poster on speech-language pathologists' knowledge of

assessing internationally adopted children. Potter and colleagues from the University of Wisconsin and the Mayo Clinic presented a session on apraxia of speech in children and adolescents with galactosemia. **Power, Amelia Davis** ('09 M.A.), **Jackson**, and **Karen Simpson** from the Spokane Public Schools presented on perceived shortages of speech-language pathologists in Washington State schools. Chermak and colleagues from the University of Connecticut, Naval Medical Center- San Diego, and the University of South Dakota presented a session on (central) auditory processing disorder and traumatic brain injury. Clinical Associate Professor **Sandy Bassett** delivered two invited presentations about medically fragile infants and toddlers at state and regional conferences. Clinical Professor **Jon Hasbrouck**, Clinical Associate Professor **Jeffrey Nye**, and **Amanda Hoff** ('06 M.A.) presented a paper on the effects of personal sound attenuators on discrimination performance of school-aged students with difficulty listening in classroom noise at the annual convention of the Washington Speech-Hearing-Language Association.

Research and clinical faculty continued to serve as international, national and regional practice consultants in the areas of maxillofacial anomalies, motor speech disorders in children and adults, augmentative communication, pediatric and adult swallowing disorders, (central) auditory processing disorder, hearing loss, and assessment and intervention with multicultural populations. Bassett was appointed to a Spokane county multidisciplinary committee to develop a protocol based on best practices in serving the needs of children with hearing loss aged birth-to-five years. She provided many outreach clinics and consultations on pediatric feeding and swallowing disorders to parents, speech-language pathologists, nurses, teachers, and related professionals across the region. Bassett also served on the Spokane Early Intervention Network for Families and on the Sacred Heart Feeding and Growth Team. Bassett, Madison, and Nye worked with the Spokane County Maxillofacial Review Board. Inglebret served as a consultant to speech-language pathologists across the region and the nation regarding cultural issues in service delivery and multicultural issues impacting special education service delivery to Native Americans. Meredith served on the professional advisory boards of the Children with Apraxia Association of North America and the Kids International Early Childhood Initiative Organizing Committee and she participated on the Southeastern Washington Fetal Alcohol Syndrome (FAS) Diagnostic Team. Potter consulted with educators in school districts across the United States on appropriate programming for students with galactosemia. Power continued to serve as Washington's Education Advocacy Leader to ASHA.



## News of Our Friends

### *We hear that...*

**Ellen (Lucas) Arwood** ('73 M.A.), in her 24th year at the University of Portland, was nominated as teacher of the year and published an article applying her language learning theory to setting up effective nurse educator simulations for best learning practices (SIMBaLL). She received a Diversity Champion award from ASHA in 2009 for her language work with English language learners. Also of note, her daughter will soon graduate with her law degree from Gonzaga University and will marry next fall.

**Andrea Barkstrom** ('04 M.A.) has been back in Spokane for almost 3 years and is working part time for a home health agency and also at several skilled nursing facilities. She supervised her first WSU off-campus practicum student last summer and looks forward to the opportunity to do so again. Andrea and her husband Tyler have two children, Keegan 4 years old and Presley 1 year old. Andrea reports that Keegan's teachers can tell his mom is a speech therapist because he just will not stop talking!

After earning her master's in audiology at Idaho State University, **Melissa Bean** ('94 B.A.) became a VISTA Volunteer. She also earned a master's in sociology and has been teaching sociology courses at the college level. Melissa reports that her real love is her work as Executive Director of the Eastern Idaho Technical College Foundation. Melissa and her husband Mike (a professional fly-fisherman) live in Idaho Falls, ID with their two children, Bobby (age 5) and Karly (age 8). Reflecting back, Melissa says "I loved my education at WSU and even though I don't work in the field, I am so happy with the experiences it offered me."

**Erin Beneteau** ('98 M.A.) has been accepted into a doctoral program at the University of East London.

**Amy (Lawson) Ekelmann** ('98 B.A.) earned her master's in Special Education from Lewis & Clark College in Portland, OR. She and her husband John Ekelmann (also a Cougar) live in Alaska where Amy has taught for the last 10 years. Amy and John have two children, a boy age 7 and a girl age 4.

**Selena Galavis** ('08 B.A.) is completing her first year as a graduate student at the University of Washington. She is enrolled in the Core SLP program and is pursuing the pediatric medical track within the program.

**Chellis (Smith Swenson) Jensen** ('57 B.A.) has written *Mrs. Anmathena Gilly Gully From Puddle Rumples Tilly Willy* for children ages 7-9 years. Chellis composed the words and music for a song,

"*We Might Even Get To Be Friends*" and she and a friend have professionally recorded a CD of the story. The story concerns a quirky lady with a pet parrot, who is tired of being teased by children and laughed at by others because of her name. She decides that changing her name will stop the teasing. The parrot, Maurice, brings some laughter to the story. Published by Fairwood Press in 2009, the book is illustrated by her eldest son, Paul Swenson. <http://www.chellisjensen.com>. The book is widely available.

**Carla (Poxleitner) Knezvich** ('06 M.A.) and husband Will are the proud parents of a baby girl named Carsen Lillie, born July 22, 2009.

**Kevin Liebe** ('05 B.A.) and **Megan (Engebo) Liebe** ('05 B.A.) welcomed the arrival of their first child, Nora Grace Liebe, on April 3rd. Megan teaches grades K-2 and Kevin is an audiologist at the Columbia Basin Hearing & Balance Center in the Tri-Cities, WA. Kevin co-authored two articles in the *Journal Noise & Health*. <http://www.noiseandhealth.org/currentissue.asp>.

**Dr. Lauren McConnell** ('85 M.A.) teaches in the Department of Communication and Dramatic Arts at Central Michigan University. During spring semester 2010, she is teaching in Bulgaria on a Fulbright grant.

**Dru Miller** ('86 B.A., '88 M.A.) misses Friday nights at Ricos but has found even greater joy in her marriage and two beautiful daughters, Madison and Katelin. After many years in outpatient rehabilitation, Dru now works for the Wilder School District, Notus School District, and Meridian School District near Boise, ID.

**Emily Perry** ('08 B.A.) received a scholarship from the American Speech-Language-Hearing Foundation which was presented at the 2009 annual ASHA convention.

**Pam (Freer) Ragle** ('94 B.A.) earned her master's at Loma Linda in 1996. She owns a private practice in Kennewick, WA.

**Julie (Lee) Schroeder** ('76 B.A., '81 M.A.) recently retired after 31 years as an SLP, elementary teacher and principal in the state of Washington. Currently, she is enjoying a 'new chapter' as an elementary school principal in Tempe, AZ.

See News of Our Friends, back cover



# *Wavelength* is Going Green!

Send your e-mail address to [torkelson@wsu.edu](mailto:torkelson@wsu.edu) and receive an e-mail alert when future *Wavelength* issues are posted on our Web site.

*From News of Our Friends, page 7*

**Jan Swartz** ('83 M.A.) worked for 20 years as an SLP before returning to school to obtain her Ed. S. in School Psychology from Seattle University in 2004. Currently, Jan works for the Kent School District as a certified school psychologist. Jan says that she will never forget her background as an SLP and finds her new work just as rewarding.

**Jenell (Norton) Zamora** ('97 B.A.) says that she always enjoys reading *Wavelength*. Jenell lives and works in Harney County, OR. Jenell and her husband live with four of their children (ages 20 mos, 4 years, 6 years, and 9 years old). She works for the local education service district as a supervising SLP, director of the department, and service provider on a part time basis. Being the only SLP with ASHA CCC, she also serves the local medical community through Harney District Hospital, home health/hospice, and her local medical clinic. Jenell notes that it is a challenge to balance four busy kids and work, but she loves her profession and is grateful that her education allows her to provide her rural community with SLP services.

**Rachel Tapper Zijlstra** ('98 M.A.) started her own speech-language pathology agency in 2003, Sound Therapies, Inc. ([www.SoundTherapiesInc.com](http://www.SoundTherapiesInc.com)) which recruits SLPs from around the nation to San Diego, CA to help meet the shortage of school-based clinicians. Owning her own business has afforded Rachel the opportunity to concentrate her energy on that which she loves most, mentoring and training new clinicians in the very challenging, yet highly rewarding area of school-based speech and language service delivery. Rachel and her husband have a son, Finn, who will be two years old next October. Rachel comments that watching his development through the lens of her speech and language development knowledge has been thrilling. She adds that the training and exposure she received through her education at WSU has made a significant and positive impact on her life.

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